

# **Scoring Summary of STAARS and Report Interpretation 2004-2005**



**south dakota**  
DEPARTMENT OF EDUCATION

**Learning. Leadership. Service.**

## Scoring Evidence of Work

Teachers were asked to follow state IEP procedures in selecting the extended standards for their students. The teachers were asked to select two goals and indicators for Mathematics and two goals and indicators for Reading. Teachers were asked to identify the access and target skills by number. Teachers were directed to submit samples of work to provide evidence that showed the student could function at least three separate times at that level.

For scoring and reporting purposes, the following rubric was used:

0	1	2	3	4
Indicates that no evidence of performance was submitted or was off target, not math or reading.	Indicates that the student has made limited progress towards the goals and standards. A student has some knowledge and skills but needs much more support to reach the next level.	Indicates that the student is approaching proficiency on the standard. There is still inconsistent performance of the skill or behavior. These links are still below standard.	Indicates evidence of achievement at beginning grade level standards. The child meets the extended standard, but functions below grade level.	Indicates that the student meets the content standards for his/her grade and is ready to work on higher levels.

Scoring Criteria. The criteria were devised by Harcourt for the first year and approved by the SD Department of Education. Time did not permit consulting South Dakota teachers for their input.

Scoring for the STAARS Field Test reflects South Dakota's overall goal of Dakota STEP, which is to assess the level at which a student has learned, understands, and can apply subject matter outlined in the South Dakota Standards.

Scoring Process. Scorers used the rubric to review, evaluate, and score alternate assessment Evidence of Work material. These scores were combined with that from the teacher. Harcourt special education staff and the Performance Assessment Scoring Center (PASC) scored all of the material submitted. Two people, plus the teacher, scored each child's work.

Overall scores were determined by matching the score from each child's special education teacher with two scores given by Harcourt. Two of the 3 scorers must agree: if there was no agreement, the work was scored by additional raters. No fractional scores were permitted.

## Scoring of Rating Scale

The maximum number of points for each item was three. Scores could range 0–3 per item. Only the questions that were aligned to the Extended Standards were utilized for scoring. Scores from the separate rating scales were averaged together to make a total raw score.

## Final Scoring

Scoring was accomplished by combining items from the ABASII Revised, the academic reading and math sections, and the Evidence of Work scores for reading and math.

The raw scores for the rating form and Evidence of Work were then multiplied by the final weights and combined to determine the scale score.

The highest possible scale score for reading and mathematics was set at 400 points ranging from a low of 0. This scale score was a composite of the Rating Scale score and the Evidence of Work score where the Evidence of Work reflects 25% of the final scale score. In terms of scale score points, 300 points are contributed from the Rating Scale and 100 from the Evidence of Work. The final weightings for reading and math are presented in Table 1 and Table 2 below.

**Table 1. Reading**

	Maximum Raw Score Points	Wt. in Comp	Pts in Comp	Final Weights (Raw Score Multiplier)
Evidence of Work	8	25%	100	12.5000
Rating Scale	273	75%	300	1.0989
	<b>Total</b>	100%	400	

### Reading

Evidence of Work (Goal 1+Goal 2) raw score * 12.5 = x
Rating Form raw score * 1.098901 = x
x + x= scale score

**Table 2. Math**

	Maximum Raw Score Points	Wt. in Comp	Pts in Comp	Final Weights (Raw Score Multiplier)
Evidence of Work	8	25%	100	12.5000
Rating Scale	177	75%	300	1.6949
	<b>Total</b>	100%	400	

### Math

Evidence of Work (Goal 1+Goal 2) raw score * 12.5 = x
Rating Form raw score * 1.098901 = x
x + x= scale score

## Cut Scores

Cut scores were set by South Dakota teachers. The process was facilitated by Harcourt staff in May 2005. The scale score received was then applied to the performance level it corresponds to in reading and math.

### 2005 STAARS Math Cut Scores


Grade	Introducing		Developing		Applying		Advancing	
K	0	48	49	95	96	136	137	400
1	0	55	56	108	109	156	157	400
2	0	62	63	120	121	176	177	400
3	0	69	70	131	132	193	194	400
4	0	76	77	140	141	210	211	400
5	0	82	83	149	150	224	225	400
6	0	89	90	157	158	238	239	400
7	0	95	96	164	165	249	250	400
8	0	101	102	169	170	260	261	400
9	0	107	108	174	175	268	269	400
10	0	113	114	178	179	276	277	400
11	0	119	120	180	181	282	283	400
12	0	125	126	182	183	286	287	400

### 2005 STAARS Reading Cut Scores

Grade	Introducing		Developing		Applying		Advancing	
K	0	19	20	62	63	125	126	400
1	0	41	42	91	92	152	153	400
2	0	61	62	118	119	178	179	400
3	0	80	81	142	143	202	203	400
4	0	98	99	165	166	224	225	400
5	0	114	115	184	185	244	245	400
6	0	128	129	202	203	261	262	400
7	0	142	143	217	218	277	278	400
8	0	153	154	229	230	291	292	400
9	0	164	165	240	241	303	304	400
10	0	174	175	247	248	313	314	400
11	0	180	181	253	254	321	322	400
12	0	185	186	263	264	326	327	400

## Interpreting Score Report

The student report contains the possible, actual, and scaled scores received. Definitions for the terms are located on the back of the score report.



**STAARS**  
SOUTH DAKOTA STATEWIDE TEAM-LED ALTERNATE ASSESSMENT AND REPORTING SYSTEM

**Student Report | MIKE SMITH**

**Reading**

TEACHER: BETTY JONES  
SCHOOL: STAR HIGH  
DISTRICT: ROCKET ISD  
GRADE: 11  
TEST DATE: 04/05

AGE: 17 Yrs 04 Mos  
STUDENT NO: 07788805

**Learner Snapshot**

Your child was tested on standards selected by the Individual Education Plan Team (IEP). This student's Performance Level is **APPLYING**. The scores below show your child's current performance level on the extended standards.

Reading Composite Scaled Score

259

Performance Level	Introducing	Developing	Applying	Advancing
Scaled Score	x			

000400

Content Area	Possible Score	Actual Score	Scaled Score	Performance Level	Narrative
Academic Rating Scale	273	190	259	APPLYING	Based on the extended content standards in reading your child is functioning at an applying level of knowledge. For further information, please contact your child's teacher.
Evidence of Work	8	4			

**Reading Performance Levels**

<p><b>1 Introducing</b></p> <p>The student is introduced to and demonstrates emerging knowledge and skills in the reading extended standards. The student needs extensive assistance and continued guidance to complete tasks requiring reading concepts and/or expressive and receptive communication skills in order to build to developing achievement.</p>	<p><b>2 Developing</b></p> <p>The student demonstrates partial knowledge and basic skills in the reading extended standards with instruction. The student is developing in completing tasks requiring knowledge of reading concepts. The student uses the skills of expressive and receptive language to build to the application level of achievement.</p>	<p><b>3 Applying</b></p> <p>The student demonstrates proficiency in applying the knowledge and skills needed to consistently perform tasks requiring the utilization of reading concepts. The student demonstrates advancement of expressive and receptive language skills toward meeting their individually established criteria standard.</p>	<p><b>4 Advancing</b></p> <p>The student demonstrates advanced knowledge and skills in the extended reading standards at their individually established criteria.</p>
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\* = inadequate information provided      \*\* = Not attempted or not measured.

Student Reports	Definitions
<ul style="list-style-type: none"> <li>Reports provide information about individual students' scores for content area, evidence of work, and totals.</li> <li>The student's name appears at the top of the report for high visibility and quick recognition.</li> <li>The classroom teacher's name, school, and district appear in the upper portion of the report, below the student's name, for easy identification.</li> <li>Grade and test date are printed below district information.</li> <li>Performance level for each content area is written in the corresponding column.</li> <li>Performance level is reported as advancing, applying, developing, introducing, and not attempted. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area.</li> <li>Number Possible (Possible Score) and Number Correct (Actual Score) for each content area are also reported.</li> </ul>	<p><b>Actual Score (AS):</b> Score student achieved in content area.</p> <p><b>Academic Rating Scale:</b> Score based on teacher observation.</p> <p><b>Content Area:</b> Area of academic work evaluated.</p> <p><b>Evidence of Work:</b> Evidence collected by teacher and provided to contractor for scoring.</p> <p><b>Possible Score (PS):</b> Highest score student could achieve in content area.</p> <p><b>Performance Level (PL):</b> Student's level of ability when compared to South Dakota Alternate Achievement Standards.</p> <p>Performance levels are typically split into four sections. For example, the Dakota STEP has the performance levels of Below Basic, Basic, Proficient and Advanced. SELP has Pre-Emergent, Emergent, Basic, Intermediate, and Proficient. For the STAARS, the performance levels follow the same setup. From lowest to highest, the sections are called, respectively, Introducing, Developing, Applying and Advancing.</p> <p><b>Scaled Score (SS):</b> A mathematical transformation of a Possible Score. Scaled scores are useful when comparing test results over time or over the performance of a large testing group (i.e. National, State).</p>
Abbreviations	
IEP = Individual Education Plan    LVL = Level    N, % = Number, Percent	